



Lois Weis

Nominated by Suzanne Rosenblith

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*Michelle Fine, Distinguished Professor of Critical Social/Personality Psychology
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July 19, 2019

Suzanne Rosenblith
Dean and Professor
Graduate School of Education
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367 Baldy Hall
Buffalo, New York

Dear Dean Rosenblith:

I write to nominate Dr. Lois Weis for the Brock International Prize in Educational Innovation, to recognize both her exquisite teaching/mentoring and her prolific scholarship, through which she has generated “ideas proven to enhance education.” Dr. Weis, as you know, is a first class, internationally recognized scholar, who has broken original ground theoretically, epistemologically and methodologically in her career. Her work, sustained for almost four decades, has advanced fundamentally our understandings of **intersectionality** – how race/class/gender intersect; **critical bifocality** – why it is essential to study schools in the context of history, structures and lives; the significance of **interrogating privilege** – as a class formation and subjectivities, and most recently her timely and powerful work on **mixed methods**.

I recommend her for the Brock Prize recognizing her outstanding contributions to the field of Sociology of Education nationally and internationally. I review, below, three of her most original contributions to the field.

As her vitae indicates, **Weis is one of the foremost scholars of political economy, education and social identities.** To select one instance of her broad reach, Weis' 1990 volume, Working Class without Work carefully documents the racialized and gendered labor market opportunities available to young people over time and neighborhood, and then traces the differential impact of deindustrialization on youth by gender, race and ethnicity. But Weis went further. She interrogated the consequences of deindustrialization for education, intergroup relations and family life. With a theoretical eye on the economy, social movements and personal lives, Weis' brilliance lies in the capacity to reveal the thin, stubborn fibres that connect everyday lives, desires and despair with the larger structural conditions within which young people grow and develop. Comparable to the writings of Paul Willis or Jay MacLeod, but far more interested in the complex negotiations of race, class and gender, Weis saw, theorized and wrote what these young people could not fully see: how their yearnings, fears, prejudices and aspirations are tithed, in large part, to the ghosts of an industry that abandoned the community long ago.

It was this theoretical bridging of history, structures and lives that was the source of inspiration for our collaborative project, which ultimately produced The Unknown City. In this volume, Weis and I conducted extensive interviews in Buffalo and Jersey City to understand how deindustrialization affected men and women, White, African American and Latino, in terms of education, health, criminal justice and civic well being. Modeled largely on Working Class Without Work, we sought to contextualize the research in two distinct urban communities and determine the extent to which we could generalize or modify earlier understandings of how the economy penetrates homes and souls. Weis was fully responsible for the data collection, analysis and writing drawn from the Buffalo sample, and I for the Jersey City sample. The book was produced in lengthy exchanges of draft chapters, revisions, conversations, flights to Buffalo and New York, re-writes, theoretical breakthroughs, more rewrites and finally a text written as if in a single voice, smoothed over our two disciplines, two writing styles and long distance collaboration.

In 2004, Lois Weis published a longitudinal follow up to Working Class Without Work, entitled Class Reunion – a clever title and fascinating book. In Class Reunion, Weis updates her analysis of the racialized economy of upstate New

York to reckon with the rapidly globalizing moves of labor, capital, opportunities and dreams. Methodologically, theoretically and politically, Class Reunion breaks new ground. As one of the few longitudinal ethnographies in the U.S., Weis has introduced theoretically and methodologically the significance of looking through history, global relations and lives, over time, across the lines of gender, race, ethnicity and academic standing. Students and junior colleagues throughout the U.S., in Australia, England and New Zealand are now undertaking methodologically similar studies although Weis' design was so ambitious it is unclear many will be able to successfully replicate. Weis' work is not only distinct and ground breaking, but upon publication, it creates an instant legacy.

Most recently, she co-edited an outstanding and timely volume of the Teachers College Record (121 (10) 2019) documenting and interrogating "Mixed methods for studies that address broad enduring issues in education research." This volume, like all of Weis' work, animates creative and provocative thinking, about questions of "evidence" and injustice, that surround and penetrate schooling, and advance fundamentally research on educational policy and practice.

The reach of Weis' work is most impressive. For instance, one can 'document' the impact of Weis' work in numerous ways:

- her books and articles are widely relied upon as classics in Educational Foundation and Methods courses;
- the citations of her work – by Senior faculty, junior faculty and graduate students, but especially in dissertations -- is staggering;
- the fields of race/class/gender, immigration studies and now ethnographic longitudinality, bear her personal intellectual signature;
- her students are well placed in the academy and many have published books based on their dissertations.

A second distinction that Weis brings to her work is that **Lois Weis carves new fields in educational studies**. In 1988, Lois Weis edited the first reader on Class, Race and Gender in U.S. Schools (the 'forerunner' to Beyond Silenced Voices, which I have co-edited with Weis). With prophetic judgment, in the mid-

80's she recognized that future teachers would need a volume that could synthesize the emergent critical scholarship on class, race and gender. Weis' volume, and it's subsequent incarnations, has become a staple in Foundations courses throughout the U.S. It was after the success of Class, Race and Gender in U.S. Schools that Weis invited me to co-edit a foundations reader, and together we edited Beyond Silenced Voices, which has followed in the footprints (and wide reach) of Class, Race and Gender. On this project, as on The Unknown City, Weis and I spent much time collaborating on a theoretical frame for the volume and then divided the labor so that Lois worked primarily with the sociologists of education and I with the psychologists.

In the same spirit of cultivating new intellectual ground, Weis co-edited with Farrar and Petrie, the very first reader on Dropouts from Schools (1989). After that, the field of drop out research blossomed. More than a decade later, with Maxine Seller, Lois Weis co-edited the first major reader that pried open the race/ethnicity debates and moved "beyond Black and White" introducing to education a rigorous, interdisciplinary scholarship a literature on immigrant youth. These co-edited 'readers' often don't get much credit in reviews for Distinguished Professor, but I would content that these readers represent another significant piece of evidence about the impact of Lois Weis on the field.

Weis' readers including Class, Race and Gender in Education, Beyond Silenced Voices (two volumes), Beyond Black and White, Dropouts from Schools, Off White (both volumes), Construction Sites and Speedbumps have forged open new theoretical and methodological areas of study within education. It is not an overstatement to argue that these *fields* of educational study flourish not only in Schools of Education but in Sociology, Human Development and Psychology departments as well in large part due to the intellectual foresight and prominence of Dr. Lois Weis.

In the last five years, she has co-edited the special volume of Teachers College Record on mixed methods; co-authored Class Warfare: Class and Race in Affluent and Elite Secondary Schools (with two UB doctoral students/graduates); published a forthcoming essay on STEM for All: Student Identities and the paradox of STEM Democratization in Teachers College Record

(again with students/graduates); published “Differential access to high school counseling, postsecondary destinations and STEM Careers” (in TCR), and “High school opportunities for STEM” in *Journal of Research in Science Teaching*, and “In the Guise of STEM Education Reform” in the most prestigious American Educational Research Journal.

This record is simply remarkable – for the level of productivity, prestige of the journals and sustained commitment to collaboration with students and graduates of the program.

Third, Lois Weis is internationally recognized as a **scholar who works at the complex intersections of gender, race and class without simplifying any axis of social life**. In a now classic essay written with Michael Apple and Cameron McCarthy, Weis argued that social scientists should not try to isolate a single dimension of social life as if it were adequate to explain social phenomena. Insisting that researchers and theorists work at the nexus of varied dimensions of social life, Weis has written not only on the epistemology of intersectionality but she has, through her ethnographic work, revealed *how* race, class, gender and immigration status interact structurally and in personal lives. Most recently she has published a book, and a series of essays on how privilege and income inequality permeates the structures of schooling. So often sociologists of education focus on those who have been left behind, but Weis interrogates as well who benefits from contemporary policies and structures that breed inequity.

In sum, it is clear that Lois Weis has published extensively and with dramatic impact on the fields of Sociology of Education, urban studies, social science methodology, cultural studies, women’s studies and qualitative research. Produce a copy of Weis’ CV and you will find yourself reading an extraordinary dossier of intelligence, originality and broad interdisciplinary reach. Lois Weis is a first rate scholar in her own right. I have been privileged to collaborate with her. It is to her credit that in addition to her extensive publication record, she has collaborated with many – enhancing the field even further. My own work, and the field of the Sociology of Education, has been enormously enriched because of all that Lois Weis has published on theory and method, addressing the global, economic, racial and gender formations with individual lives. She is among the finest and most generous intellectuals in the field today.

I recommend Dr. Weis for the Brock Prize with enormous respect and appreciation for her significant contributions to the field. If you have any questions, please do not hesitate to contact me at mfine@gc.cuny.edu

Sincerely,

Michelle Fine

Michelle Fine, Distinguished Professor of Critical Psychology and Urban Education

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Brock Prize in Education Innovation
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August 17, 2019

Dear Brock Prize Jurors:

I write to support Dr. Lois Weis for the Brock Prize in Education Innovation. I have followed Lois's career, scholarship and public engagement because we have long been concerned with improving K-12 and higher education. Rather than counting all her books, articles, awards and presentations—her curriculum vitae speaks for itself—I will speak to her specific innovations and contributions to the science and art of education and how these have made an impact our understanding of the field of education.

Lois's long-term contribution to the field of education has been deconstructing the deep processes of class, race and gender, long before "class, race and gender" became a mantra invoked by most scholars who sought change. Other scholars usually focused on one or the other, at best race and gender, but rarely deep study of class, relying instead on quantitative indicators of SES. Her first single authored book, *Between two worlds: Black students in an urban community college* (1985), focused on class and race. Lois spent a year—a complete cycle of the academic calendar—in the school in a classic anthropological field study approach and afterward expanded her data with data with selected interviews. She did more than just observe in the classroom and the school—she drank with students in local bars, went to their parties, sometimes met their families. She understood that changes in the classroom would never be enough. Change had to encompass the communities within which these students lived.

I taught this book a number of times in my introductory higher education courses, and some of the students were appalled that black students in this community college often stayed only until they received their tuition money, pocketed it, sometimes bought drugs, seldom went to class, and then re-enrolled again another semester to do it all over again (something that is no longer possible in the state where the community college was located). Another (white) student who had received his undergrad degree at Cal-Berkeley said that he didn't see how this behavior was any different than that of his own and his fellow students—they borrowed money to attend (still at very low tuition rates) because the payback interest rate was so low it made financial sense, pocketed the dollars, seldom went to class, and smoked a lot of dope. The difference was they graduated. Lois's work always created teachable moments like these, and I was able to begin to make well to do white kids see how class radically shapes our understanding of what were similar schooling processes because those who were trying to get education were of different classes and colors.

Lois continued to work on class, refining and deepening our understanding of the way it works by looking at white working class schools in the Rust Belt in in *Working Class*



without Work (1991), a prescient book which dealt with what Hilary Clinton called the “deplorables,” and Donald Trump his “base” in the 2016 Presidential campaign. Again, Lois was in the schools, this time a high school, with students, interviewed their families, participated in the life of their community—it was a community without hope, where there were no more jobs in the once unionized factories, and male students, despite giving the expected answer when asked if they were going to college, never took the SATs. These young men wanted high paid jobs in the factories after high school, a wife and a family, even though they knew it was no longer possible. The young women, in contrast, didn’t want marriage, or at least not right away—they no longer believed they could count on men for support, given what they had seen in their families. Instead they backed on some sort of career, and perhaps college. In *Class Reunion: The Remaking of the American White Working Class*, 2004, Lois interviewed 20 women and 20 men from the previous study when they were 30. Most of them no longer lived in the working class neighborhoods in which they had been raised, and were often outside the city itself, cobbling together lives with which they were not unhappy, but viewed themselves as a fragment of the vanished industrial proletariat that validated their threatened identities through racism and masculinism, which the wives, despite most of them working, somewhat grudgingly acquiesced in the name of family. Again, Lois saw the making of our current challenges to democracy before anyone else did.

Because she was immersed in understanding race, gender and especially social class, Lois began to study how changes within the middle class pushed parents afraid their children would not have a better life than they did to seek out elite private schools to position their children for elite colleges, and the good life. In *Class Warfare: Class and Race in Affluent and Elite Secondary Schools* (2014), she again immersed herself in a school and community, but this time an elite private secondary school. The parents knew that college was not enough to maintain or improve their children’s social class standing, so worked to position within the school so they could go to a top ranked private university. The punch line of the book is that the school curriculum became parents and teachers jockeying to ensure student success in matriculating at an appropriate university, and not about education. Through interviews with parents, students, counselors, teachers and school administrators, Lois details this fraught process in which every decision the young student makes, often with firm guidance from her parents, can be a point toward the right college, or a black mark, ranging from decisions about internships, summer vacations, high school clubs, courses approved for college credit, and the friends they should make. As she points out in the conclusion, the processes are generally managed by the mothers, most of whom work. They say they wish no harm to other children, but feel they owe it to their children to do the most they most that is possible for them. They don’t let themselves think about how these behaviors deepen inequality gaps.

Lois has had a very large number of grants from well-known foundations and public agencies. Her current work is supported by the National Science Foundation and works on how STEM education in colleges and universities intersects class, race, and gender, and through illuminating this, she suggests ways to change organizational and



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educational processes within higher education to ensure better outcomes for all students. Her focus has expanded to include global higher education.

Lois has written a series of qualitative and mixed methods articles and books that draw upon her work (see for example, *Ideology, Curriculum and the New Sociology of Education*, 2006, edited with Greg Dimitriadis and Cameron McCarthy). This work sets up an impeccable standard of research ethics and quality while showing graduate students how they can research the most difficult questions of our time—race, class and gender—in a deep and meaningful way. She is indeed educating the next generation, as her 52 graduate students who have completed degrees indicate.

Lois has always felt committed to sharing her work and has given innumerable talks to audiences to encourage them to seek change. She tries to engage people so they will understand the ways in which class, race and gender are social structures that overlay education, insisting until we see how these are layered into schools and communities, we will not change education. She has spoken to an exceptionally wide range of audiences, trying to work with them to reimagine schools (see for example, *Silenced Voices and Extraordinary Conversation: Reimagining Schools*, (with Michelle Fine), 2003).

Lois's message is clear: changing the world is not easy—there is no quick fix. And once we understand how race, class and gender prevent educational change, we will have to change too.

I cannot think of a better person to receive the Brock Prize in Educational Innovation.

Sincerely,

Sheila Slaughter
Louise McBee Professor of Higher Education
University of Georgia
Institute for Higher Education
212 Meigs Hall
Athens, GA 30602



August 14, 2019

Dear Members of the Brock Prize Committee:

It is an honor and pleasure to write in support of Professor Lois Weis' nomination for the Brock Prize.

Professor Lois Weis is one of the nation's most prominent and influential sociologists of education. Since 2006 she has held the title of State University of New York Distinguished Professor, which is the highest honor conferred upon faculty in the SUNY system. Professor Weis has received numerous honors and awards in recognition of her innovative and groundbreaking contributions to education, including being named a fellow of the National Academy of Education and a fellow of the American Educational Research Association.

Professor Weis has made some of the most important contributions to class-based analyses of schooling in the US, including scholarship that examines the way social class intersects with gender, race and ethnicity in students' educational experiences and opportunities. An incredibly prolific scholar, Professor Weis is the author or co-author of over twenty books, sixty peer-reviewed articles and numerous book chapters. A hallmark of her scholarship is the attention she pays to the relationship between macro-level and micro-level contexts in the everyday lives of students. Her early work focused on the impact of the larger political economy on working-class students. In *Working Class without Work: High School students in a De-industrializing Economy* (1991), for example, Professor Weis explored the impact of deindustrialization on the economic futures of working-class boys and girls and discovered the gendered nature of the students' responses to the changing conditions. *Working Class without Work* is a highly cited volume and is considered to be a classic ethnographic case study on social class and education.

In her more recent work she has extended her previous work in significant and provocative ways by examining the class-based work of the upper middle class. In *Class Warfare: Class & Race in Affluent and Elite Secondary Schools*, Professor Weis and her colleagues examine the class anxieties of upper middle-class families in the early 21st century. Based on rich ethnographic research at three privileged high schools, *Class Warfare* reveals the way upper middle-class parents are responding to their growing economic insecurities through the management of their children's educations, particularly their college application process. As such, Weis and her colleagues connect the micro-level work of parenting to larger macro-level economic changes. This brilliant volume sheds light on contemporary debates surrounding (in)equity college admissions.

Department of Educational Policy Studies

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In addition to Professor Weis' highly important scholarship on social class and education, she has made significant and original contributions to how educational scholars think about research methodology. Her work on critical bifocality, for example has called attention to how researchers should think about the connections between global, national, state and local-level contexts. Furthermore, she has been involved in critical conversations about mixed-methods research through her engagement with scholars from diverse methodological traditions. As in her other intellectual endeavors, her work with scholars from different methodological traditions is motivated by her commitment to rigorous research in the service of education and equity.

Finally, it should be noted that Professor Weis is a generous and active citizen of the profession and a consummate teacher and mentor to students and junior scholars across the nation. I cannot imagine a better candidate for the Brock Prize than Professor Lois Weis.

Sincerely,



Stacey J. Lee
Professor, Educational Policy Studies and
Faculty Affiliate in Asian American Studies



BOSTON COLLEGE

CAROLYN A. AND PETER S. LYNCH SCHOOL OF EDUCATION

ENDORSEMENT OF THE NOMINATION OF DR. LOIS WEIS FOR THE BROCK PRIZE IN EDUCATION INNOVATION

August 12, 2019

To Whom It May Concern:

It is a professional pleasure to endorse the nomination of Dr. Lois Weis for the Brock Prize in Education Innovation. Dr. Weis is SUNY Distinguished Professor and University of Buffalo Distinguished Professor in the Department of Educational Leadership and Policy at the University of Buffalo Graduate School of Education. The rank of Distinguished Professor is the highest faculty rank in the SUNY system, defined as “an order above” full professorship. Dr. Weis has a record of sustained and distinguished contributions to education through exceptional scholarship, and she has made an original and seminal contribution to the field of educational studies.

As I understand it, the Brock Prize rewards an idea rather than an individual with the prize intended to reward ideas proven to enhance education. For many years now, Dr. Weis’ work on social class and its intersections with race, ethnicity and gender, has broken new ground in educational research by centering and highlighting the role of social class as a mediator of educational opportunity and academic and economic success.

Professor Weis is one of the most prominent researchers in the world today who examine issues of economics and social class as they intersect with schools and educational institutions. Over more than 30 years, Professor Weis has made seminal and original contributions to educational policy, the sociology of education, and educational foundations in three broad areas: the inter-connections among social class, race, gender, schooling, and the economy and how these reproduce inequalities; new theoretical and methodological approaches to studying these issues, primarily through single-site, cross-site and multi-sited ethnographic research studies; and, the impact of the new global economy on the school and employment opportunities of working class and poor youth, especially in relationship to the vibrancy of youth’s cultural lives outside of school.

Weis has explored these issues through many influential books, articles and book chapters. Recently she has shown that the economic context in which youth live as they enter, live in, and leave school has changed dramatically and that the school, more than

ever before, has become a critical site of “sorting,” given that there are fewer opportunities and “less economic room” in the new global economy. Although Weis allows that schools alone cannot overcome the effects of non-school factors, including poverty, she also argues that schools exacerbate rather than reduce initial disadvantage. She concludes that possibilities through schooling are currently decreasing rather than increasing, given widespread and rapid resegregation and diminished work opportunities. Professor Weis points out that although we have many studies of the out-of-school lives and “cultural vibrancy” of working class and poor youths, most of these are single site studies that do not get at how these lives interact with and are impacted by the changing economy and by the increased sorting role of the school. This is one of the key areas addressed in Weis’ current work.

Professor Weis has authored or co-authored 22 books and more than 100 refereed journal articles and book chapters. Over 30+ years, she has consistently published in the most highly regarded journals and handbooks in educational policy, the sociology of education, and the interface between schooling and race, gender, and social class. There is no question that Professor Weis is held in high regard by her peers in the scholarly community. She is a past President of the American Educational Studies Association (AESA), an AERA Fellow, and a recipient of multiple grants to support her research from NSF, AIR, and the Spencer, Carnegie, Rockefeller, and Ford Foundations. One of her current grants (with Margaret Eisenhart) is a \$1,499,000.00 award from the NSF REESE program on “Urban Opportunity Structures, Figured Worlds of STEM, and Choice of Major and College Destination.” In 2001, Weis’ book, *Construction Sites: Excavating Race, Class and Gender Among Urban Youth*, won the prestigious outstanding book award from the Gustavus Meyers Center for the Study of Bigotry and Human Rights in North America. In addition, in seven different years between 1987 and 2006, Weis’ books were selected for AESA’s Critic’s Choice Awards list.

In sum, I am very pleased to endorse the nomination of Professor Lois Weis for the Brock Prize in Education Innovation. She is a renowned expert on economic and social class issues as they relate to schools and educational institutions, and her ideas have had a far-reaching impact.

Sincerely,

Marilyn Cochran-Smith

Marilyn Cochran-Smith
Cawthorne Professor of Teacher Education for Urban Schools
Lynch School of Education and Human Development
Boston College
140 Commonwealth Avenue
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UNIVERSITY OF WASHINGTON

JAMES A. BANKS
KERRY AND LINDA KILLINGER ENDOWED CHAIR IN DIVERSITY STUDIES EMERITUS
COLLEGE OF EDUCATION

July 22, 2019

Dear Colleagues:

I am writing to strongly support the nomination of Professor Lois Weis for the Brock Prize in Education Innovation. Professor Weis richly deserves the Brock Prize because for more than three decades she has “made a specific contribution to the science and art of education [that has] resulted in a significant impact on the practice [and] understanding of the field of education.” Professor Weis has written a series of original, insightful, and rigorously researched books and journal articles that examine the ways in which social class, race, and gender (separately and interactively) influence student achievement, identities, and social mobility. She has also conducted a series of groundbreaking and theoretical rich ethnographic studies that describe the lives of working-class youth, their families, schools, and communities. Her prodigious research and publications have significantly influenced theory, research, and practice in education.

Professor Weis has written, edited, or co-edited a number of highly original and creative books, including *Working Class Without Work: High School Students in a De-Industrializing Economy* (1990). In this seminal ethnographic study, Weis describes a town experiencing de-industrialization because the major employer in town, “Freeway Steel,” significantly reduced its work force. Weis examines the impact of de-industrialization on the identities of her student subjects and their views about education and schooling. In this copious research study, Weis interviewed teachers, students, parents, administrators, and other school staff. As a participant observer, she observed classes and other school activities. Weis also provides a nuanced and complex examination of gender issues in this study and found that the boys and girls had different conceptions of the educational and occupational trajectories of girls. Most of the girls viewed their futures as women with careers whereas most of the boys envisioned the future of girls as homemakers. In this study, Weis exemplifies her adept research skills and strong conceptual and analytical insights.

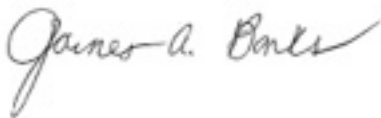
Weis returned to this town fifteen years later and followed up her first study there by interviewing the youths she had studied in 1985 and described in *Working Class Without Work*; these subjects were now 30 years old. The book that resulted from this study, *Class Reunion: The Remaking of the American White Working Class*, is another illuminating and insightful ethnographic study of White working-class youth. Weis enriches this engaging and discerning study—which is deeply theoretical—with the voices and biographical narratives of the study participants. She uses Bourdieu’s concept of habitus to examine the role of families and high schools in the emergent identities of working-class youth.

Other important and influential books by Professor Weis include *Silenced Voices and Extraordinary Conversations: Reimagining Schools* (with Michele Fine), and *The Unknown City: The Lives of Poor and Working-Class Young Adults* (with Michele Fine). Her edited book, *The Way Class Works: Readings on School, Family, and the Economy* is an insightfully and carefully edited collection that includes chapters by leading scholars writing on class and education, including Annette Lareau, Adam Gamoran, Henry M. Levin, Jean Anyon, and Stacy Lee. Her introduction to the book is an important piece of scholarship. Weis also examines social class issues in higher education and studies these issues across nations. Her edited book, *Social Class and Education: Global Perspectives*, consists of an informative collection of papers that describes how class issues influence higher education in different nations. Her most recent book, *Class Warfare: Class, Race, and College Admissions in Top-Tier Secondary Schools*, co-authored with Kristin Cipollone and Heather Jenkins, describes—using rich ethnographic data— how students who attend elite private high schools are pushed to excel and gain entry to prestigious colleges and universities.

An important indication of Professor Weis' status and influence in the profession is the kind and range of highly respected journals in which she has published her work over the years, which include *Anthropology and Education Quarterly*, the *British Journal of Sociology of Education*, *Educational Studies*, *Comparative Education Review*, the *American Educational Research Journal*, *Signs*, *Teachers College Record*, and the *International Journal of Qualitative Studies in Education*. Another important marker of her status in the profession is the highly positive reviews that her ethnographic study on working-class youth— *Working Class Without Work*—received in *The American Journal of Sociology* and in other highly respected academic journals.

During more than three decades, Professor Weis has creatively and insightfully described how class-related stratification in schools privileges students who are already privileged while denying opportunities to working-class and lower-middle class students. She has also produced vivid, illuminating, and complex depictions of the lives, realities, challenges, and possibilities of working-class youth. Her nuanced and complex analyses of class and education have revealed the ways in which social and cultural capital are embedded within families, how social class relates to the differential access to rigorous math and science course in secondary schools, and the institutional factors that contribute to dropout and push-out patterns. The high quality of her research and publications, and their influence on educational theory and practice, makes Professor Weis an ideal recipient of the Brock Prize.

Sincerely,

A handwritten signature in dark ink, reading "James A. Banks". The signature is fluid and cursive, with the first name "James" and last name "Banks" clearly legible.

James A. Banks



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August 15, 2019

Dear Selection Committee:

It is my honor to nominate Dr. Lois Weis for the Brock Prize in Education Innovation. Weis—a sociologist; urbanist; feminist scholar of class, race, and gender; teacher; mentor; and activist—has been making significant contributions to educational research, practice, and reform for four decades. She is an embodiment of the qualities recognized by the Brock Prize.

First and foremost, Weis is an academic who has spent her career studying the intersections of race, class, and gender in American schools and society. She has written or edited 24 books and contributed over 100 published articles and book chapters on this subject. A few of these are “technical” in that they address finer points of research practice and methodology, but most are highly readable and fascinatingly nuanced accounts of how economic relations, race, and gender affect the everyday lives of young people and families in the U.S. Her work has been used and continues to be used in undergraduate and graduate courses in many fields that address educational issues, including sociology, psychology, political science, cultural anthropology, and policy studies, as well as teacher education and education research. I would single out two of Weis’ books as exemplars: *Working class without work: High school students in a de-industrializing economy* (1991, Routledge Press) and *Class warfare: Class, race, and college admissions in top-tier secondary schools* (2014, University of Chicago Press). In *Working class without work*, Weis showed how white working-class students—both girls and boys—struggled to define their future prospects at a time when familiar industrial jobs disappeared in the onslaught of new technologies. The particular struggle that Weis documented—how children of the industrial working class in Rust Belt cities coped with the loss of good jobs their parents held and cherished—is now thirty years old, but similar struggles continue today, and her work remains timely for the light it sheds on how evolving economic processes, race and gender relations, affect individuals’ lives. In *Class warfare*, Weis and colleagues revealed the extraordinary lengths to which middle and upper-class families and schools will go to assure their students a spot at a prestigious college. This work, published four years before the current college-fixing scandals at Stanford, USC, and other universities, not only anticipated this issue but exposes societal mechanisms by which it has developed and persists. It is no exaggeration to say that Weis’ books and articles, over the past forty years, many of which resulted from close collaborations with students, have become classics in sociology of education, remain widely read, and continue to inspire new generations of students and activists seeking greater equity and justice in educational and social processes.

In the past ten years, I have had the privilege of collaborating with Weis on research and writing projects that focus on a new domain for her: STEM (science, technology, engineering, and mathematics) education. You might think she would be ready to slow down or rest on her laurels, but that is far from the case. In our work together, we have been conducting studies of current mathematics and science education reforms in eight public high schools in two U.S. cities—Denver and Buffalo. We are investigating how these reforms are being implemented, how teachers and students are being affected by them, and the implications for equity especially for low-income students of color. This project exemplifies the kind of work Weis has been doing for her entire career—long-term, intensive, on-the-ground studies of the ways in which economy, social class, race or ethnicity, and gender intersect to shape the lived worlds of students and mediate their choices about their lives and futures. Unlike so many social scientists who focus on only one social category at a time, Weis has a remarkable capacity to integrate economic, social, political, and cultural dimensions of students' lives. Her work is comparable in many ways to that of Annette Lareau (*Unequal childhoods*), Shirley Brice Heath (*Ways with words*), and Paul Willis (*Learning to labor*), but she is more sensitive to the intersectionality of social relations. Also, unlike many other social scientists (but similar to Lareau and Willis), Weis spends years at a time, learning from and with her research participants—getting to know them, their schools, their families, and their communities. This extended, in-depth approach allows her to demonstrate in vivid detail the social mechanisms she identifies.

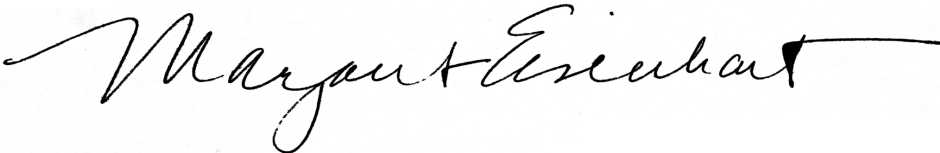
In our STEM study, Weis and I have been participating as researchers, directors, and mentors in the data collection, analysis, and writing activities of 10-15 undergraduates, graduate students, and postdocs who are working with us on this project. We have also been collaborating with administrators, teachers, students, and parents in the 8 high schools. We are now analyzing the data and writing it up. To date, we and our collaborators have published 10 articles and submitted a book proposal on this work. These written materials include analyses of recent STEM education reform policies, implementation efforts in the 8 high schools, course-taking patterns in the 8 schools in comparison to national statistics, college counseling activities and patterns at the schools, students' experiences of high school STEM and plans for college, and the actual post-high school outcomes (grades, choice of college, choice of major, career plans) for a sample of high-achieving STEM students from the 8 high schools. In this work, Weis again uses an intersectional lens to reveal the articulation of various dimensions of STEM educational reform as it materializes in multiple schools with high proportions of non-privileged students. Understanding these processes and their articulation is especially important in STEM because failure to succeed in high school math and science education virtually eliminates future possibilities in STEM fields. Significantly, Weis' approach goes well beyond a study of the individual effects of STEM-related reform on opportunities and outcomes for low income minoritized students. It enables her to identify a *triptych of drivers* that collectively work, over time, to produce outcomes of interest. The drivers include: 1) the initial enthusiastic implementation and subsequent erosion of school-

based opportunity structures for STEM over time; 2) student interactions with school-based opportunity structures during high school, and 3) interpretive frames by and through which students construct academic identities and future plans. This approach enables her to track both processes and outcomes as they unfold and goes well beyond existing scholarly literature on educational reform generally and reform of STEM education in particular.

The value of Weis' commitment to an intersectional analysis of U.S. education is its broad application to multiple fields of educational research and practice. Her intersectional approach informs studies and understandings of educational processes in all social science fields. It makes clear the need to broadly reevaluate and re-envision the "good intentions" undergirding the democratization of education, to carefully examine the lived experiences of those involved in the education system, and to ask how efforts to improve education might actually be possible within a deeply stratified U.S. society. It is no easy task to convince many Americans that struggles over *privilege*—in terms of class, race, and gender—are persistently undermining well-intentioned educational reforms and negatively impacting what students learn, how social groups relate to each other, and the future of society. Lois Weis' work can do this because she offers a systematic, comprehensive, first-hand, actionable approach to learning about, thinking about, studying, and understanding education.

Finally, Lois is sought out as a teacher and mentor by graduate students from the U.S. and abroad. Fifty-two graduate students (a huge number for a social scientist) have completed PhD's under Lois' direction, and they are now working in academic and applied educational contexts. She has been well-recognized by her colleagues—as a Fellow of the American Educational Research Association and a member of the National Academy of Education. Lois and her work are most deserving of the Brock Prize.

Sincerely,

A handwritten signature in black ink, reading "Margaret Eisenhart". The signature is fluid and cursive, with a long horizontal stroke at the end.

Margaret Eisenhart
University Distinguished Professor (Emerita)
Professor of Educational Foundations and Research
University of Colorado Boulder



Department of Education Policy and Social Analysis
Teachers College, Columbia University

16 August 2019

Brock International Prize in Education
2021 S. Lewis, Suite 415
Tulsa, OK 74104-5733

Dear Brock Foundation:

This letter provides enthusiastic support for the award of the Brock International Prize in Education to Professor Lois Weis, Distinguished Professor of Education, University of Buffalo at the State University of New York. The Brock International Prize in Education is dedicated to a leading educator who has succeeded in the development and promotion of ideas to enhance and impact education. I can think of no one who exceeds the success of Professor Weis in this mission. In particular, she has taken the statistical category of socio-economic status (SES) and its impact on education and connected it to race and gender and the educational and social mobility processes that explain its impact. At the same time she has shown that quantitative methods of analysis of effects of SES (what) much be accompanied by qualitative methods of analysis such as ethnography (why and how) to understand how to overcome the educational equity consequences of SES.

Some thirty years ago, I did not know Lois Weis, nor was I familiar with her work. *The American Journal of Sociology* asked me to review her book on *Working Class Without Work: High School Students in a Deindustrialized Economy*. I was fascinated by the title and agreed to do the review. As an economist I found myself in a new world, reading conversations with and observations of high school students, teachers, parents, administrators and business persons in a city where the main industries had shrunk or disappeared. Weis wanted to understand how students, teachers, families, the high school, and community experienced the changes in a setting where high school completion rates were declining. This was my first intensive exposure to qualitative research and the richness that it added to understanding the quantitative data on education, employment and opportunity. As an economist my training and exposure were primarily devoted to quantitative methods. As my review reveals, Weis' book was revelatory to me and opened up some different ways of considering change and socio-economic status and its consequences, refusing to accept the existing patterns as inevitable and focusing on "agency" of community participants for exploring new directions. Almost immediately I was converted to following other authors of qualitative methods and, of course, the further work of Lois Weis. Apparently, the same book that I reviewed had an impact on other scholars and policymakers impacts on others with 730 citations reported in Google Scholar at the time that this letter was written. And, and this is one of 25 books written by Professor Weis as well as a huge wealth of articles, a phenomenon of great influence. I did not actually meet Professor Weis until several years later.

Professor Weis' research and insights had a profound impact on my work. Although I have also written on class and race, I had not considered qualitative data except for citing from other studies. My review and subsequent readings of her work revealed to me that the method of inquiry in my work was too restrictive and failed to answer important questions about education, most notably whether different approaches to education had "educational" effects and could be replicated at scale, the issue of implementation. This is the "what" of educational impact, and it is important. But it leaves the "why" and the "how" to guessing and speculation. The underlying theory of change is not assessed by quantitative methods nor is the experience or attitudes and behavior of those involved in the process. In order to improve education, we seek what works, but why and how and for whom and under what conditions are under-appreciated. These details also permit the extension of a general analysis to specific social groups such as gender and race providing an understanding beyond average results to heterogeneity in results and their potential causes. All of this information is crucial to educational improvement and especially educational equity. This is a powerful contributions of Professor Weis's work which has had an impact through its powerful examples that she has published and taught. Professor Weis has not only been a leader in qualitative and mixed methods, but in their extension to significant applications that deal with gender, race, and class and their intersections.

This brings me to the second major impact of Professor Weis' contribution which has been equally powerful, that of encouraging and demonstrating the use of mixed-methods, both qualitative and quantitative methods in addressing educational challenges. Most of us who were trained in disciplinary subjects use only one or the other method. But, as I have emphasized, the two approaches are designed to answer different questions. Quantitative approaches are mainly driven to answer whether a particular educational intervention was effective, but it lacks the information to answer with any precision why or how. Professor Weis and her mixed methods colleagues have promoted the preparation and training of educators and educational researchers to use both sets of methods to answer key questions for educational improvement and greater equity. And, they have developed comprehensive programs that can be emulated.

Professor Weis's particularly crucial role in promoting mixed methods more generally in educational research is documented in the recent publication:

Mixed Methods for Studies That Address Broad and Enduring Issues in Education Research

by Lois Weis, Margaret Eisenhart, Greg J. Duncan, Elizabeth Albro, Andrea Conklin Bueschel, Paul Cobb, Jacquelynne Eccles, Ruby Mendenhall, Pamela Moss, William Penuel, Robert K. Ream, Rubén G. Rumbaut, Finbarr Sloane, Thomas S. Weisner & James Wilson - 2019 *This special report of the Mixed Methods Working Group is edited by Lois Weis.*

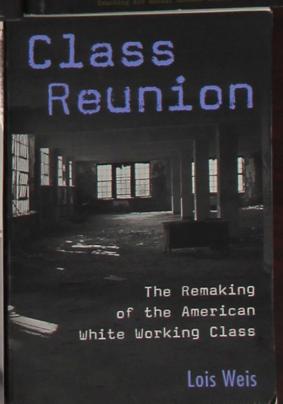
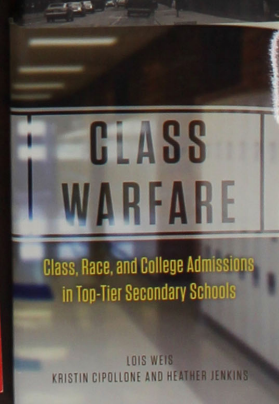
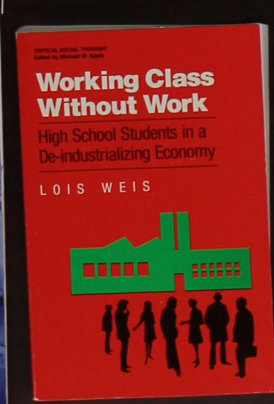
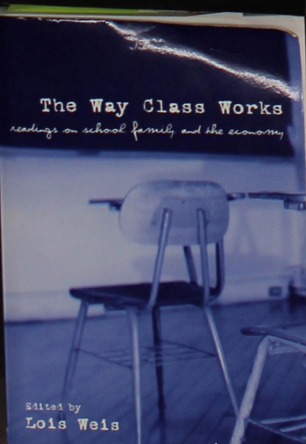
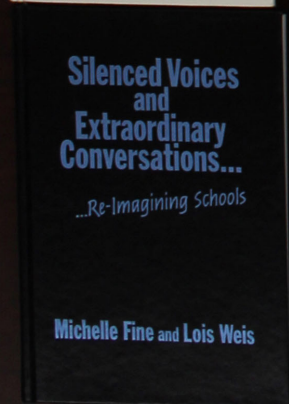
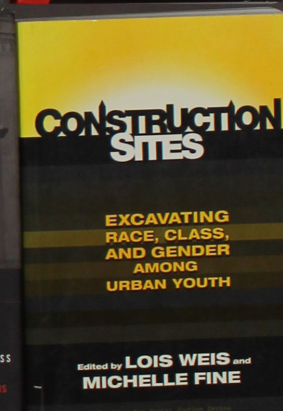
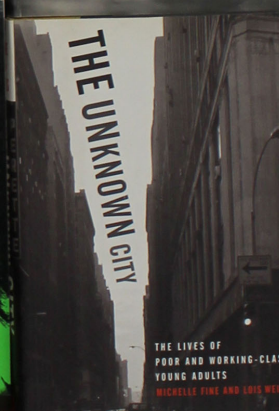
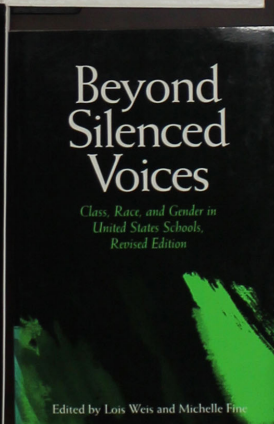
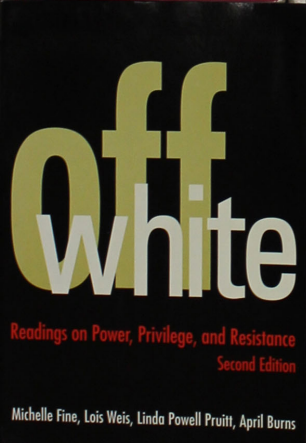
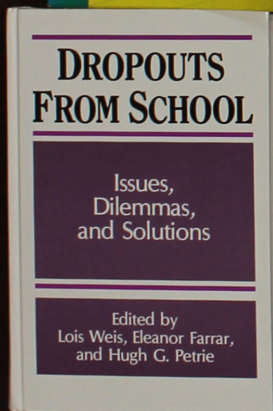
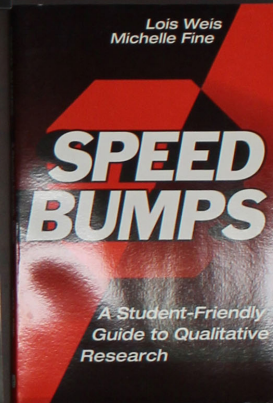
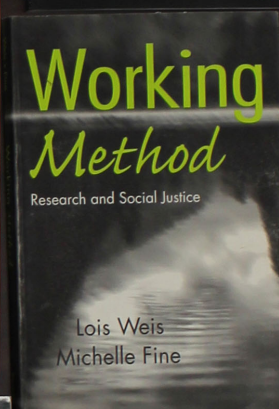
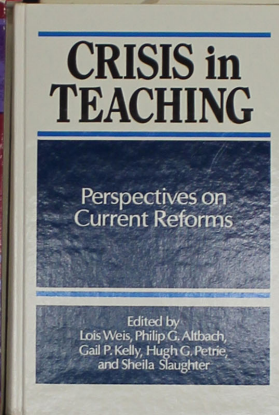
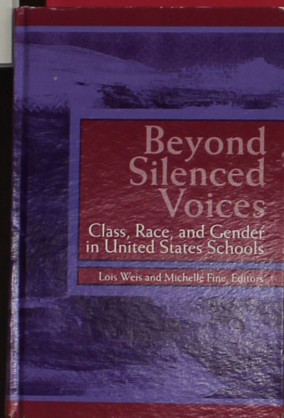
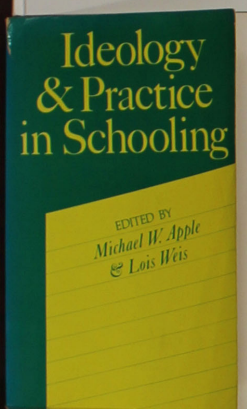
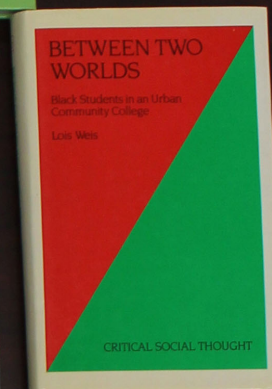
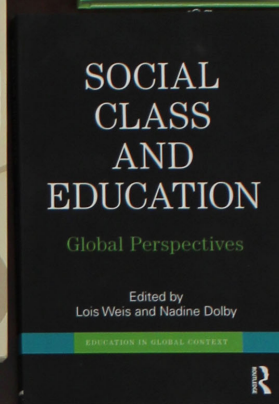
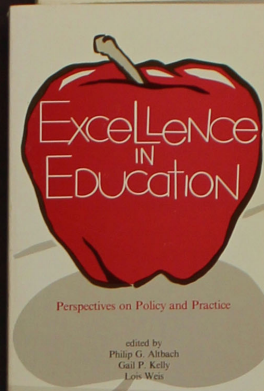
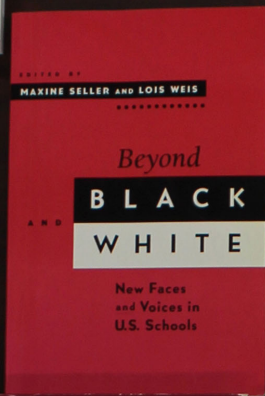
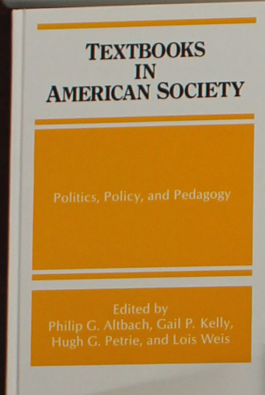
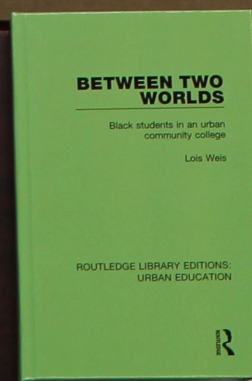
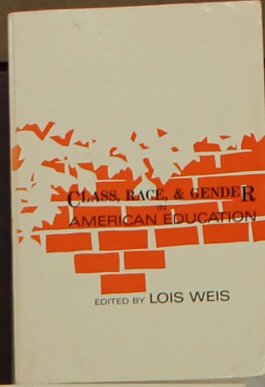
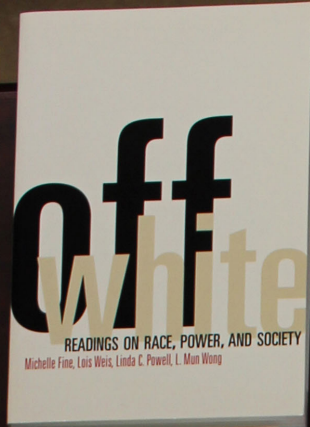
This document represents the Mixed Methods Working Group, which consists of leading researchers who use both qualitative and quantitative methods. Note that this distinguished group was led by Lois Weis, which not only reports on the use and desirability of mixed methods in education, but draws upon the experiences and developments of the leading researchers who use them to build on their experiences. In my view, this is the most powerful document on the subject, endorsed by the leading researchers in the field, and illustrates Lois Weis's influential role. Under its influence (to be published in Teachers College Record), more and more quantitative researchers will receive mixed training exposure and benefit from the richness of qualitative methods in reporting the how and why of educational change rather than educational improvement.

The Brock International Prize for the enhancement and impact of education is particularly important for its widening the tools of change in emphasizing the results of educational research and debate. And her application to social class, gender, and race demonstrate its usefulness and sophistication. I can think of no one whose work has been more effective in moving this agenda forward and having an effect and impact on education than Professor Weis. I wish to provide my strongest support for her receipt of this award.

Sincerely,

A handwritten signature in black ink, reading "Henry M. Levin". The signature is written in a cursive, flowing style.

Henry M. Levin
William Heard Kilpatrick Professor of Economics and Education,
Teachers College, Columbia University and
David Jacks Professor of Education and Economics, Emeritus,
Stanford University
President of the Comparative and International Education Society, 2008-09 and Honorary Fellow,
2017



LOIS WEIS' BOOK REVIEWS

CLASS, RACE, AND GENDER IN AMERICAN EDUCATION (1990)

Review of Class, Race, & Gender in American Education

By Margaret A. Laughlin University of Wisconsin, Green Bay Explorations in Sights and Sounds No. 10 (Summer 1990) <https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1512&context=ess>

“Many fine studies exist which examine the effects of race, class and gender on education. Rarely have these three variables been brought together in a single volume. Much of the existing research on race and class has a male orientation and bias. Existing research on females and school often has a middle-class bias with only a few attempts to examine the broader issues of females and education. The Weis textbook provides valuable research on selected topics related to class, race, and gender.”

WORKING CLASS WITHOUT WORK (1990)

Review of Working Class Without Work: High School Students in a De-Industrializing Economy by Lois Weis. Routledge, 1990. 214 pp.

Reviewed by Sue E. Berryman, Teachers College, Columbia University

Social Forces, Volume 71, Issue 1, September 1992

“It is a thoughtful book and worth reading... Weis finds a break with previous studies of working-class male youth in their more positive attitudes toward education, school, and mental labor, a change attributable to the shock of factory closings and the visible drying up of low-skill, middle wage jobs.”

BEYOND SILENCED VOICES (1993)

Book Review of Beyond Silenced Voices: Class, Race, and Gender in United States Schools, edited by Lois Weis and Michelle Fine. Albany, NY: SUNY Press, 1993.

Reviewed by Dr. Linda Hampton Wesson, Arkansas State University.

“As you read the book, you feel as if you are actually listening to these silenced voices. Much like the feelings generated by Kozol’s *Savage Inequalities*, the reader feels involved in the actual setting; the “there” is not pretty nor is it inviting, rather, it is disquieting. Weis and Fine have edited as Kozol has written- they hold up a light to that which we would often rather not see- nonetheless, they will not allow us to leave the darkness without careful examination. As we make this examination, we want to know more; we want to cry; we want to make things right; we don’t want to be silenced; nor do we want to silence others who have similar stories to tell!”

“After reading this book, I am more aware of the complex workings of race, gender, and class in educational institutions and the corresponding need for new approaches to addressing the issues of discrimination.”

THE UNKNOWN CITY (1998)

Review of The Unknown City by Michelle Fine and Lois Weis. Beacon Press. 352 pp.

From Publishers Weekly

“Fine and Weis address [participant] hostility while delicately searching for signs of hope, creating a mixture of sociology, oral history and policy study. They use their graphs, figures and tables not only to present evidence of the perceptions of poor young adults but also to back up suggestions for change. What begins as an academic study about social construction becomes a revealing glimpse into the world of those whose only connection to the popular Gen-X label is their birthdate.”

Book Review of *The Unknown City: The Lives of Poor and Working-Class Young Adults*, Michelle Fine and Lois Weis, Boston: Beacon Press, 1998, 342 pp.

By Catherine Emihovich (SUNY Buffalo) in *Anthropology and Education Quarterly*

1999 American Anthropological Association. December 1999 issue (30:4) of *Anthropology and Education Quarterly*

“Although their analysis is segmented by race, class, and gender to give readers different entry points into people’s lives, it is absolutely clear that the authors’ intent is to lodge a comprehensive cultural and structural critique of modern society as an indictment of the failure of public policy makers to resolve the issues this book presents.”

“This moving and important book gives us a clear picture of where we might begin concentrating our work to make a difference in peoples’ lives.”

SILENCED VOICES AND EXTRAORDINARY CONVERSATIONS (2003)

Review of *Silenced Voices and Extraordinary Conversations: Re-Imagining Schools* by Lois Weis and Michelle Fine (2003). New York, NY: Teachers College Press. 208 pp.

Reviewed by P. Kamara Sekou Collins

“In their progressive book, *Silenced Voices and Extraordinary Conversations: Re-Imagining Schools*, Michelle Fine and Lois Weis offer a historically grounded intellectual tour of the troubles germane to stagnant, non-transformative educational practices that continue to plague contemporary U.S. public schooling. They present a body of counter-hegemonic, counter-nihilistic, essays that share and celebrate some of the delights located in the practices of several dedicated, progressive-minded educational communities determined to create more critically reflective citizens via one of America’s few remaining “public” spaces- the public school.”

“One of the biggest strengths of this work is Fine and Weis’ unapologetic stance regarding educational reform voiced during the last two decades as represented in this text. This work advances the field of critical educational theory for those progressive educators, education professors, and pre-service teachers who want to transform our world for the betterment of all, especially those dealt horrible hands in this card game of life.”

WORKING METHOD (2004)

Reviews of *Working Method*:

Lois Weis and Michelle Fine have established themselves as leading figures working at the intersection of qualitative research and critical educational theory. In this important new book, they move back and forth between theory and practice, working the borders and the fissures in ways that open up new ways of thinking and performing educational research that is committed to social justice.

–Dennis Carlson, Miami University of Ohio

Working Method demonstrates the potential that rigorous, theoretically informed qualitative research has for understanding the experience of youth and creating changed lives. Weis and Fine deftly explore forms of oppression and spaces for change, all with a sense of hope and possibility.

–Jane Gaskell, Dean of Education at the Ontario Institute for the Study of Education at the University of Toronto

Found at

https://www.amazon.com/gp/product/B000OT8BGM/ref=dbs_a_def_rwt_hsch_vapi_tkin_pl_i0

CLASS REUNION (2004)

Review of Class Reunion, Theorizing Class Through Ethnography. Stacey J. Lee. Educational Researcher, Vol. 36, No. 1, pp. 33-36 DOI: 10.3 102/0013189X06298012

“In the tradition of critical ethnography, Weis engages and contributes to the debates regarding student resistance.”

“Weis presents powerful evidence that class and gender are intimately intertwined in the new economy.”

“Weis's findings point to the complicated relationship between the economy and culture. Although economic conditions inform cultural processes, there is not a linear path between economic progress and cultural progress.”

“Although some critical ethnographers have come close to romanticizing working-class resistance, Weis reveals the complex and potentially problematic consequences of resistance in the new economy. Weis skillfully demonstrates that social class in the 21st century can be understood only in relation to both race and gender. Class Reunion is filled with rich data and important theoretical insights.”

***Teachers College Record* Volume 108 Number 1, 2006, p. 123-126**

<https://www.tcrecord.org> ID Number: 11866, Date Accessed: 8/12/2019 12:30:06 AM

<https://www.tcrecord.org/content.asp?contentid=11866>

Review of Class Reunion by Janel Benson, 2006

“Lois Weis’s *Class Reunion* provides an in-depth portrait of how economic restructuring at the end of the twentieth century fundamentally altered the way white working-class men and women, coming of age in the rapidly de-industrializing city of Freeway, construct class identities. Weis captures how de-industrialization not only strips jobs from working-class communities but also disrupts the hegemonic gender roles and hierarchies that held them together. Through longitudinal ethnographic and interview data collected at two significant points in time, in 1985 shortly after the closing of Freeway’s largest manufacturing plant and again in 2000 after the city lost virtually all of its industrial centers, Weis illustrates how the success of the new working-class is dependent on remaking the class and gender identities held by the old industrial working-class.”

Review: A Matter of Identity: Race and Class Issues in American Urban Schools

***Class Reunion: The Remaking of the American White Working Class* by Lois Weis**

Review by: Larry Decker, Pamela M. Brown

British Journal of Sociology of Education, Vol. 27, No. 1 (Feb., 2006), pp. 131-136

“Class Reunion offers a fresh look at white working-class life in the global economy. As Weis points out, much of the scholarship on the working class was done in the 1970s and 1980s, but the class system is still alive, well and impacting the lives of children.”

“Weis's book is an entertaining and thought-provoking read, enjoyable enough to while away a long plane ride.”

Class Reunion: The Remaking of the American White Working Class

Routledge, 2004; 210 pp

<https://www.pghcitypaper.com/pittsburgh/class-reunion-the-remaking-of-the-american-white-working-class/Content?oid=1337504>

“When Wall Street began abandoning the Northeast's huge old factories some 25 years ago, the newly named "Rust Belt" made the news, creating for the nation a morbid pop-culture cliché: the laid-off steelworker. In the midst of this, sociologist Lois Weis toiled to grasp what was going on beyond stock footage of locked gates, hard hats and Tom Selleck moustaches: By interviewing nearly all the members of one industrial town's graduating class and their families, Weis gave a cultural context to blue-collar families' greatest change since, possibly, industrialization itself.

“*Class Reunion* lets the subjects' own insight shine with lengthy quotations and engaging but understated biographical narrative. As a social scientist, Weis is obliged to give theory its due, which, for laypeople, bears skimming. Still, for a scholarly book, *Class Reunion* is impressively readable and moving.”

“Weis achieves a remarkable synthesis of macroeconomic analysis and ethnographic empathy. Alongside data, there are stories we recognize, like that of Suzanne, an educated woman who arguably suffers for dating men who share her background but not her profession.”

THE WAY CLASS WORKS (2008)

Review of The Way Class Works, in Harvard Educational Review, 2008:

“*The Way Class Works: Readings on School, Family, and the Economy* is a compelling edited volume that explores the often-overlooked influence class has on the lives of young people, their outlook, and their future opportunities. Editor Lois Weis suggests that while recent trends in educational scholarship have veered away from engaging questions on social class, shifts in the global economy and deepening social inequalities require a better understanding of social class and schooling. This volume contains recent empirical and theoretical work, and its quantitative and qualitative research articles and commentary focus primarily on the U.S. context. The collection provides a critical foundation for researchers and practitioners interested in understanding how class influences youths' experiences and the perspectives of their families, teachers, and community members...

Globalization and immigration exert new class-based pressures and demands on schools. As social inequality persists and expands, it is imperative for researchers and practitioners to explore more deeply the influence of class on students, schools, and global communities. The promotion of inquiry around class inequality can advance instructional, political, and global initiatives that more effectively address and challenge inequalities. *The Way Class Works* takes an important step toward this worthy goal.”

https://www.hepg.org/her-home/issues/harvard-educational-review-volume-78-issue-3/herbooknote/the-way-class-works_335

Review of The Way Class Works: Readings on School, Family, and the Economy, edited by Lois Weis, 2008, New York, Routledge, 390 pp.

Tandfonline.com

“As Lois Weis astutely observes in the introduction to her new edited collection, *The Way Class Works: Readings on School, Family, and the Economy*, class analysis is in the midst of a renewal after a prolonged period of neglect.”

“As Weis notes, it is of course important to remember that not all scholars abandoned class as an analytical category. And certainly the corpus of work she has produced over the past two decades is a testament to the reality that class never went away. From Weis’s 1990 groundbreaking *Working Class Without Work*, to her more recent *Class Reunion* (2004), to books co-edited or co-authored with Michelle Fine (*Unknown City* 1998; *Beyond Silenced Voices* 1993/2005), Weis’s work has continuously pulled us back to the schools, homes and neighbourhoods where lives are won and lost and to the central importance of class in the fabric of American (and global) life. More recently, edited collections by Jane van Galen and George Noblitt (2007) and Nadine Dolby and Greg Dimitriadis (2004) have also focused attention on class, particularly within its new articulation in a global economy.”

CLASS WARFARE (2015)

Review of Class Warfare by Julie Park, 2015

“Covering an impressive amount of ground, *Class Warfare* does an excellent job of mapping the intricate ecosystem in which students are enmeshed, from schools to parental gossip networks, and also offers a complex, noteworthy discussion of how race and class dynamics combine to compound marginalization for outsider minority students.”

Reviewed Work: *Class Warfare: Class, Race, and College Admissions in Top-Tier Secondary Schools* by Lois Weis, Kristin Cipollone, Heather Jenkins

Review by: Laura W. Perna *Contemporary Sociology* Vol. 44, No. 6 (November 2015), pp. 867-869

“With its methodological rigor and strong theoretical grounding, this book shows how upper-middle-class parents and students in elite U.S. high schools “individually and collectively mobilize all available and embodied cultural, social, and economic capital” to attain admission to the nation’s most selective colleges and universities (p. 3). The findings and conclusions provide a useful foundation for educational researchers and others seeking to understand the profound ways that social class influences students’ educational opportunities and outcomes and determines their future economic and social status. As the authors argue, although perhaps understandable in today’s global and national context, the actions of those with privilege in the United States put those without such privilege at even greater disadvantage in the quest to achieve the “American Dream.”

<https://www.jstor.org/stable/43997358>

Additional Reviews of Class Warfare

Times Higher Education

“Covering an impressive amount of ground, *Class Warfare* does an excellent job of mapping the intricate ecosystem in which students are enmeshed, from school to parental gossip networks, and also offers a complex, noteworthy discussion of how race and class dynamics combine to compound marginalisation for outsider minority students. . . . This is a welcome addition to research on the US university admissions system’s role in perpetuating inequality.”

London Review of Education

“An absorbing and detailed study of the reproduction of class privilege and the central role of access to highly selective universities as part of that process. It should be required reading for everyone interested in how social class and race work through educational processes and institutions.”

Diane Reay, coauthor of *White Middle-Class Identities and Urban Schooling*

“*Class Warfare* is a richly theorized, powerfully written book. It works well across a range of macro- and microlevels, keeping wider social structures in constant play alongside the lived experiences of the young people and their families at these top-tier institutions. It ably demonstrates the usefulness of the sociological imagination in explaining complicated social phenomena, highlighting central issues in middle-class identity in a nuanced and sophisticated manner. Weis and her colleagues reinvigorate debates around class and its grounded workings in contemporary practices. They chart the complexity and nature of class work in the United States today, presenting powerful evidence of how upper-middle-class privilege is being consolidated across racial and ethnic difference.”

Stacey J. Lee, author of *Unraveling the “Model Minority” Stereotype*

“*Class Warfare* makes an important, timely, and original contribution to our understanding of the role of education in the production of class during an era of neoliberal globalization that threatens the security of the middle class. Through rich ethnographic data, Weis and her colleagues demonstrate the intense efforts that go into packaging students for college admissions and how it reflects a neoliberal subjectivity that is encouraged by neoliberal discourses, practices, and policies that characterize the current political economy.”

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PROFESSIONAL EXPERIENCE

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“The 1980s: De-Industrialization and Change in White Working Class Male and Female Youth Cultural Forms.” In Len Barton and Stephen Walker, Schooling and Politics, (Milton Keynes: Open University Press, 1988).

“Girls in a De-Industrializing Economy.” In L. Weis, ed., Class, Race and Gender in U.S. Schools, (Albany: SUNY Press, 1988), pp. 151-172.

Introduction. In L. Weis, ed., Class, Race and Gender in U.S. Education, (Albany: SUNY Press, 1987), pp. 1-6.

Introduction. In P. Altbach, G. Kelly, L. Weis, Excellence in Education, (Buffalo: Prometheus Press, 1985): pp. 9-13.

“Excellence and Student Class, Race and Gender Cultures.” In P. Altbach, G. Kelly, L. Weis, eds. Excellence in Education, (Buffalo: Prometheus Press, 1985): pp. 217-233.

“Schooling and Cultural Production: A Comparison of Black and White Lived Culture.” In M. Apple and L. Weis, eds., Ideology and Practice in Schooling, (Philadelphia: Temple University Press, 1983), pp. 235-261.

“Ideology and Practice in Education: A Political and Conceptual Introduction,” Michael Apple and Lois Weis, in Apple and Weis, Ideology and Practice in Schooling (Philadelphia: Temple University Press, 1985), pp. 3-33.

EDITORIAL RESPONSIBILITIES

Series Editor of Education in Global Context Routledge. 2010-present Editor, American Educational Research Journal 2008 – 2011

Series Editor of Power, Social Identity and Education Series for SUNY Press. Founding Editor, Educational Policy. 1996-2002.

Member, International Advisory Board Australian Educational Researcher

Editorial Board, Review of Educational Research

Editorial Board, American Educational Research Journal (Social and Institutional Analysis Section)

Editorial Board, Race, Gender and Class

Editorial Board, Educational Studies

Editorial Board, Educational Foundations

Editorial Board, SUNY Press

Editorial Board, Qualitative Studies in Education

Editorial Board, Sociology of Education

Publications Committee, American Educational Research Association

Series Advisory Editor, Abex Publishers, Interpretive Studies in Education

Manuscript Reviewer for the following journals: Educational Foundations, Educational Studies, Sociology of Education, Comparative Education Review, International Journal of Qualitative Studies in Education, Teachers College Record, Psychology and Social Theory, Signs, American Educational Research Journal, Qualitative Studies in Education, Anthropology and Education Quarterly, Teachers College Record, Qualitative Inquiry, British Journal of Sociology of Education, Review of Educational Research

FELLOWSHIPS AND GRANTS

Lois Weis, Spencer Foundation, \$50,000. “Does the Class Warfare Continue? Race, Class, Postsecondary Institutions and Positioning Practices,” with Kristin Cipollone, Ball State University. 2019-2020

Lois Weis, PI and Seong Won Han, Co-PI, Core Research program in the Directorate for Education & Human Resources (EHR), National Science Foundation. (submitted January 2019, pending, \$2,500,000). “Drilling Deeper: Effects of State Policies and Mediating Practices on High School STEM Opportunities and Outcomes for Low-Income Underrepresented Minorities” 2019-2024

Lois Weis, PI and Seong Won Han, Co-PI, Core Research program in the Directorate for Education & Human Resources (EHR), National Science Foundation. \$1,607,010. *“Effects of State Policy on High School Science, Technology, Engineering, and Mathematics (STEM) Opportunities and Outcomes for Low-Income Underrepresented Minorities”* 2017-21

Working Group Meeting on the Scope and Possibilities of Mixed Methods Research on Educational Issues (with Margaret Eisenhart and Greg Duncan) Spencer Foundation \$90,000 (This group is aiming towards the production of a report on the topic. A group of fifteen individuals inclusive of top scholars and funding agencies (NSF, Spencer, IES, Russell Sage are at the table on this important subject: Lead institution is UB) 2014-16

Identifying and Measuring STEM Schools and Programs and Schools Full participant in NSF funded project team. Sub contract from University of Chicago. Full NSF grant \$350,000 2014-16

“Urban Opportunity Structures, Figured Worlds of STEM, and Choice of Major and College Destination” NSF REESE/REAL program supplemental grants, including a sub-contract from U Colorado Boulder to UB. \$100,000 2013-16

“High School Pathways to Postsecondary Education Destinations: Integrated Multilevel Analyses of NELS, ELS and NCES- Barrons’s Datasets” Association for Institutional Research (AIR grant) \$38,867 (with Jaekyung Lee) 2011-12

“Urban Opportunity Structures, Figured Worlds of STEM, and Choice of Major and College Destination” NSF REESE program grant. \$1,499,000.00 (with Margaret Eisenhart) 2010-2013

“Maintaining Advantage: how affluent schools, parents and students work to position for college/university entrance in times of massification” July 2008. The Spencer Foundation. \$40,000. 2008

Fulbright Scholar in Australia (did not accept) 2001

“Class Reunion”, Spencer Foundation, Small grants program, \$35,000. 2001

Baldy Center grants, SUNY at Buffalo, \$13,000. 2001-2005

Invited to be a year-long fellow in residence, Center for Advanced Study in the Behavioral Sciences, Stanford University (did not accept) 2000

SUNY Buffalo grant from the Vice Provost for Research, \$10,000. 2000

Urban Girls Conference, \$50,000 from the Spencer Foundation 1999

“Communities of Difference: Integrated Spaces for and by Youth,” Carnegie Foundation (with Michelle Fine and Linda Powell), \$144,000. 1996

“Sites of Possibility in Urban America,” Spencer Foundation, (with Michelle Fine) \$587,000. 1995

“Reconciling the Voices of Hope and Despair” (with M. Fine) Spencer Foundation Grant, \$496,100. 1992

Conference in the Disciplines Grant, SUNY Buffalo, \$3,000. 1987

Faculty Development Grant, 1985, SUNY Buffalo, \$1,500. 1985

University Awards Committee for U.B. Foundations. “The Community College from the Perspective of the Student,” \$1,500. 1979

Rockefeller Foundation Grant 1976

Vilas Foundation Grant 1975-1976

NDFL Title IV Fellowship 1974-1975

Travel Grant, University of Wisconsin at Madison 1973-1974

Robert Shaw Foundation Fellowship, University of Wisconsin at Madison 1973-1974

Ford Foundation Grant 1973-1974

AWARDS

Fellow, National Academy of Education 2013

Fellow, State University of New York, Distinguished Academy 2012

Invited Member, International Advisory Board, Forum for Youth and Democracy, University of Cambridge, UK 2011

Fellow, American Educational Research Association 2009

Critic’s Choice Award for Beyond Silenced Voices: Class, race and gender in United States Schools (SUNY Press). American Educational Studies Association. 2006

Critic’s Choice Award for Class Reunion: The Remaking of the American White Working Class (Routledge). American Educational Studies Association 2004

Critic’s Choice Award for Silenced Voices and Extraordinary Conversations: Re-Imaging Schools. (Teachers College Press). American Educational Studies Association. 2003

Sustained Scholarly Achievement Award, University at Buffalo, State University of New York 2002

Gustavus Meyers Center for the Study of Bigotry and Human Rights in North America. Outstanding Book Award for Construction Sites - Excavating Race, Class and Gender Among Urban Youth. Teachers College Press 2001

Critic's Choice Award for Off White (Routledge, 1997), presented by the American Educational Studies Association. 1998

Critic's Choice Award for Working Class Without Work (New York: Routledge, 1990), presented by The American Educational Studies Association. 1990

Critic's Choice Award for Crisis in Teaching, (Albany: SUNY Press, 1989), presented by the American Educational Studies Association. 1990

Critic's Choice Award for Between Two Worlds (Boston: Routledge and Kegan Paul, 1985), presented by the American Educational Studies Association. 1987

SELECT NATIONAL AND INTERNATIONAL SPEAKING ENGAGEMENTS

Presidential Session, Chair and Speaker: "*Critical Bifocality*" in a "Post-Truth" Era: *The Increasing Necessity of Exploring Structure and Agency Through Multimodal Methodologies to Address the Role of Education in Deepening Inequalities*," American Educational Research Association Annual Meeting, Toronto, April 2019.

Invited lecture: *Positioning for Elite and Quasi Elite Colleges and Universities in the United States*". University of Wisconsin-Madison. March 2016.

Invited lecture: "*Mixed Methods for Studies that Address Broad and Enduring Questions in Education Research*". University of Wisconsin-Madison. March 2016

Invited Paper presentation on Invited Presidential Session. Washington DC, April 2016

Invited Paper presentation on NSF Sponsored panel, AERA, 2016

Class, Race and College Admissions in -Top Tier US Secondary Schools Invited Participant in EuroScience panel. Copenhagen Denmark May 2014

Invited Distinguished Lecture: *Class Warfare: Driving towards College Admissions*. Georgia State University. November 2015

Invited Lecture *Class Warfare: Driving Towards College Admissions in Top-Tier United States Secondary Schools* University at Pennsylvania March 2015

Driving Towards College Admissions in Top Tier Secondary Schools Invited Lecture Teachers College Columbia March 2015

Driving Towards College Admissions in Top-Tier United States Secondary Schools; Implications for Postsecondary Entrance Patterns and Choice of Major Invited Lecture at the Humanities Institute

University at Buffalo April 2015

Keynote lecture at Gender and Education conference; *Class/Gender Formation in 21st Century United States: Probing Intersectionality in the New Upper Middle Class in Markedly Altered Global and National Circumstances* University of Roehampton London UK June 2015

Keynote address at Sociology of Education Asilomar conference February 2015 *Driving Towards College Admissions: Class Consolidation in New Times* February 2015

Invited Presidential Panel at Annual Meetings of AERA *Justice and Education Amid Deepening Social and Economic Inequalities: Realities, Challenges, and Possibilities in a New Global Context* AERA 2015

Class Warfare: Class, Race and College Admissions in Top-Tier US Secondary Schools Invited lecture. Renmin University, China October 2014

Series of Invited lectures at Beijing Normal University October 2014 Beijing China

Invited Ford Foundation presentation at the Worldwide Higher Education Program Officers Meeting. "Changing Landscape of Race/Ethnicity and Class in Postsecondary Education in Worldwide Context" October 25, 2011, NYC

Invited Participant and speaker, "Ford Foundation Secondary Education and Racial Justice Collaborative (FSERCJ)" October 4-5, 2010, NYC

Invited Participant and speaker, "Ford Foundation Secondary Education and Racial Justice Collaborative (FSERCJ) Examining School Transformations and Closings from the Ground Up" March 28, 2011, NYC

Series of invited lectures, East China Normal University, Shanghai, China, November 5-13, 2010
--"Postsecondary Access, Persistence and Graduation Rates in Worldwide Context"
--"Scholarly Publishing in Worldwide Context: A Focus on Publishing in Tier One Journals"

"Changing Landscape of Postsecondary Education" Invited lecture Michigan State University, East Lansing Michigan, November 3, 2010

"Producing Class: Middle/Upper-middle Class Parents, Schools and Students Working Inside the Press of the Global Knowledge Economy." Invited presentation at invited session at AERA New Orleans, April 7-12, 2011

Five additional talks/mentoring sessions, papers on Publishing in New Times and /or Elite Education delivered at AERA, New Orleans, April 7-12, 2011

"What does Fair Access to Postsecondary Education mean in light of Massification and Intensified Stratification of Postsecondary Education?" Invited lecture, Conference on Fair Access to Universities, University of Manchester, UK July 7-8, 2011

Invited series of lectures, September 12-19, 2011. Central Universities of Nationalities, Beijing, China

Invited panel and invited participant. Harvard University, Graduate School of Education. February 24, 2011. "What Really Matters in Academic Publishing: De-Mystifying the Academic Review Process"

East China Normal University. Series of Lectures. November 2010.

"The Changing Landscape of Race and Class in Postsecondary Education". Talk for International Higher Education Program Officers, Ford Foundation Worldwide Meeting. New York, October 2010.

"The Changing Nature of Postsecondary Opportunities". Invited speaker and Participant, Ford Foundation Secondary Education and Racial Justice Collaborative. September 2010.

(Fireside chat/discussant). "Standards of Publishing in the 21st Century: Informed Reflections from the American Educational Research Journal" (Social and Institutional Analysis Section's Graduate Student Review Group).

Invited lecture: Differential Pathways: How poor, working class, middle and upper-middle class students, parents and students work to position for postsecondary entrance and destination." New York University. March 2010.

Invited lecture. "Using Ethnography to Interrogate and Theorize the Connections between Schooling and the Production of Social and Economic Structure." The Graduate Center, CUNY. March 2010.

Keynote lecture. "Towards a Critical Theory of Method in Massively Shifting Global Context." 4th International Conference of Intercultural Education. University of Almeria, Spain.

Havens Center Visiting Scholar. University of Wisconsin-Madison. February 19-21, 2007:

"Re-thinking race, class and gender intersectionality" Tracking the making of the new white working class in the final quarter of the twentieth century". Lecture One.

"Engaging research across difference: Towards a critical theory of method in shifting times". Lecture Two.

"Engaging Research Across Difference: Towards a critical theory of method in shifting times." George Kneller keynote delivered at the annual meetings of the Comparative and International Education Society. February 26, 2007. Baltimore.

Butts lecture at the annual meetings of the American Educational Studies Association
"The Way Class Works: Rethinking race, class and gender intersectionality in shifting times"
Cleveland. 2007

Keynote address Redefining Student engagement Symposium. Ontario Institute for Studies in Education/University of Toronto. November 8-9, 2007

Keynote address. Symposium on Working Methods, Shifting Times. Baldy Center for Law and Social Policy. University at Buffalo. "Working Methods in Shifting Times" October 5-6, 2007

"Engaging Research Across Difference: Towards a critical theory of method in shifting times." George Kneller keynote delivered at the annual meetings of the Comparative and International Education

Society. February 26, 2007. Baltimore.

Schewel Invited Lecture, "The Gender Gap in Education: What does it mean?" Lynchburg College of Education Lynchburg, Virginia March 15, 2007.

"Making it in the academy" (Invited Presentation). Annual meeting of the American Educational Research Association, Chicago. April 10-12, 2007

"Shifting forms of white, working-class masculinity inside new global economic arrangements" (invited presentation). Annual meeting of the American Educational Research Association, Chicago. April 10-12, 2007

"Unequal Futures: How Families and Schools Structure Inequalities". Diversity and Social Justice keynote lecture. Hamilton College, November 8, 2006

"Delights/Dilemmas of Conducting and Writing Longitudinal Ethnography", University of Texas, Austin Austin, Texas, October 13, 2006

"Delights/Dilemmas of Conducting and Writing Longitudinal Ethnography" Institute of Education, University of London London, England November 2, 2006

"Probing the Gender Gap in College/University Attendance and Outcomes: Using Ethnographic Longitudinality to Probe the Fine Details of Human Destiny". October 9, 2006 Institute of Higher Education, University of Georgia, Athens, Georgia

Invited Presidential Symposium. "Forging an Agenda for the Study of Social Class and Schooling." American Educational Research Association. San Francisco, California. April 2006.

Invited Symposium. "Creating Metaphor and Meaning in Teaching Qualitative Research Methods." American Educational Research Association. San Francisco, California. April 2006.

Invited Lecturer. Helen DeVitt Jones. "Race, Gender, Poor and Working Class Issues in Education." College of Education. Texas Tech University. October 2005.

Invited Symposium. "Revisiting Trends in Critical Sociology of Education." American Educational Research Association. Montreal, Canada. April 2005.

Invited Symposium. "Revisiting Whiteness Studies." American Educational Research Association. Montreal, Canada. April 2005.

Invited Lecture. "Class Reunion: The Remaking of the American White Working Class." University of Wisconsin-Madison. April 2005.

Invited Lecture. "Class, Race and Gender in New Times." Women's Studies and School of Education. University of Arizona, Tucson. March 2005.

Invited Address. "Positioning Within the New Economy: A Discussion of Class Reunion." American Educational Studies Association. Kansas City, Missouri. November 2004.

Invited Symposium. "Ideology and Curriculum: Twenty-Five Years Later." Consideration of Michael Apple's Key Volume. American Educational Research Association. San Diego, California. April 2004.

Invited Speaker. "Oh, the Places You'll Go!—Get the Dissertation, Interviewing and Job Scoop from People You'll Want to Know." Graduate Student Council. American Educational Research Association. San Diego, California. April 2004.

Keynote Address. "Class Reunion: Gender and the New Economy." Perspectives on Women's Well Being: Feminist Psychology, Science and Practice. Association for Women in Psychology. Philadelphia, Pennsylvania. February 2004.

Invited Lecture. "Urban Education's Third Dialogue—Theoretical Transformation and Educational Reform." CUNY Graduate Center. New York. December 2003.

Invited Lecture. "Pitfalls in Conducting Qualitative Research." Harvard Graduate School of Education. April 2003.

Invited Lecture. "The Worlds of the Poor and Working Class." Harvard Graduate School of Education. April 2003.

Keynote Address. "Working Across the Borders of Race and Class in an Urban Magnet School." 16th Annual Conference on Interdisciplinary Qualitative Studies. University of Georgia. Athens, Georgia. January 2003.

Keynote Address. "The Nested Nature of Social Class." Australian Educational Research Association. Brisbane, Australia. December 4, 2002.

Invited Symposium on Social Class and Schooling. "Class Reunion." American Educational Studies Association. Pittsburgh, Pennsylvania. October 2002.

"Twenty Five Years After Learning to Labour: An Invited International Symposium with Paul Willis." Annual Meeting of the American Educational Research Association. New Orleans, Louisiana. April 2002.

Invited Session. "Urban Education and Marginalized Youth in an Age of High Stakes Testing." American Educational Research Association. New Orleans, Louisiana. April 2002.

Invited Lecture. "Construction Sites: On Spaces of Urban Possibility." Ethnography and Education Form. University of Pennsylvania. February 2002.

"Spaces of Possibility in Urban America." American Anthropological Association. Washington, D.C. November 2001.

"The Way We Were: Reflections on Social Class, Race, Ethnicity, Gender and Sexuality in Schools." American Educational Studies Association. Miami, Florida. November 2001.

Invited Speaker. "On Conducting Qualitative Research." University of Addis Ababa. Addis Ababa, Ethiopia. June 2001.

Invitational Conference. "Studying the Urban High School." The Spencer Foundation. Harvard Club of New York City. May 2001.

Invited Speaker. "Honoring Research and the Research Self." A Fireside Chat with Lois Weis. Invited by Graduate Student Council. American Educational Research Association. Seattle, Washington. April 2001.

Invited Speaker. "What is the Role of Instructional Technology in Schools? Two Competing Discourses." International Congress for School Effectiveness and Improvement. Toronto, Canada. January 2001.

Invited Talk. "Working Class Students in School." Graduate School of Education. University of Rochester. November 2000.

Invited Address. "Issues of Inequality and Schooling." University of Akron. Akron, Ohio. June 2000.

"Race and Gender Work in an Urban Magnet School." Urban Girls Conference. Buffalo, New York. April 2000.

Invited Address. "Research Findings: Cultural Values, Citizenship and Intergroup Relations." Invitational Workshop on Research to Improve Intergroup Relations Among Youth. National Research Council of the National Academy of Sciences and the Institute of Medicine. Washington, D.C. November 1998.

Invited Lecture. "Women at the End of the 20th Century: Problems and Solutions." Institute for Research on Women and Gender. University at Buffalo. November 1998.

Invitational Conference Organizer and Speaker. "Community Colleges: Issues and Research." The Spencer Foundation. Chicago, Illinois. March 1998.

Invited Address. "What we as Educators Need to Know About Domestic Violence." School of Education. University of North Carolina, Chapel Hill. March 1996.

Keynote Presidential Address. "Identity Formation and the Process of 'Othering': Unraveling Race and Gender Threads." American Educational Studies Association. Kansas City, Missouri. November 1994.

Invited Address. "Inequalities in Schools: How Are They Produced and What Can We Do About Them?" Sociology of Education Conference. Asilomar, California. March 1993.

Invited Speaker. "Class and Schooling." Faculty of Education. University of British Columbia, Canada. November 1992.

Keynote Address. "Inequality in United States Schools." University of Warwick. Coventry, England. October 1988.

Invitational Conference. "Researching Issues in Higher Education." The Spencer Foundation. Chicago, Illinois. May 1997.

Invited Address. "Re-examining a Moment in History: Loss of Privilege Inside White Working Class Masculinity in the 1990's." Interdisciplinary Conference: "The Making and Unmaking of Whiteness." Department of Comparative Ethnic Studies. University of California, Berkeley. April 1997.

Keynote Address. "The Lives of Poor and Working Class Young Adults." Ethnography and Education Forum. Graduate School of Education. University of Pennsylvania. March 1997.

Keynote Address. "Black Students in the Urban American Context." Westhill International Sociology of Education Conference. Birmingham, England. January 1987.

Keynote Address. "Black Students in the Urban Community College." Ohio University. November 1984.

Invited Lecture. "Students in the Urban Community College: Access and Outcomes." University of Kentucky. Lexington, Kentucky. November 1983.

Invited Speaker. "Researching Issues of Inequality and Schooling." Alvan Ikoku College of Education. Owerri, Nigeria. July 1980.

52 STUDENTS COMPLETED PHD DISSERTATIONS UNDER LOIS WEIS' DIRECTION